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ABSTRACT

Dealing with profound and severe mental retardation, the final report of Project TRAC (Training, Resources, Acquisition, and Control) describes activities and products of the project in the subject areas of parent involvement, educational/teaching techniques, assessment, and monitoring techniques. The report details the establishment of a resource library, the development of a parent-oriented instructional text (How to Help Your Child), identification of positive and negative aspects of testing and review of curricular material (culminating in the development of a TRAC Monitoring System) and the development of inservice programs for educators in special education. Evaluation procedures and findings, project results and implications, and factors relevant to success and shortcomings are among other areas discussed. Extensive appendices include, in part, TRAC inservice invitation and agenda, field test guidelines, the evaluation report, and the TRAC Monitoring System Manual. (PHE)

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PENNSYLVANIA TRAINING AND
DEMONSTRATION CENTER FOR
SEVERELY AND PROFOUNDLY RETARDED
CHILDREN: TRAC (TRAINING,
RESOURCES, ACQUISITION, CONTROL)

FINAL REPORT

TITLE III, SECTION 306, GRANT
(GN #G007503427)
July 1, 1975 to September 30, 1976

by

Phyllis B. Doyle
Carolyn Hebden Lutz
Barton B. Proger

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ACKNOWLEDGEMENTS

Throughout the project year project staff and other involved personnel invested their time and effort to develop a creative and successful program. Ms. Phyllis B. Doyle, Project Director, provided direction and impetus to all project activities. She was assisted by Mr. T. Peter Boardman, who provided background and technical information on severely/profoundly mentally retarded children, and Dr. Barton B. Proger, who assisted in the operations and accounting of the grant, as well as the development of the pupil monitoring system. Mr. Paul Wagner, Ms. Lilia Walewski, and Mr. Roger Bacharach were involved in the development of all phases of media output, and strove to insure professional and useful materials were produced. Ms. Pat Gavin and Ms. Millie Stunkard provided efficient and vital secretarial services for all the project's dimensions.

Mr. Jerome T. Potter, Supervisor of Special Education and Dr. Lester Mann, Director of Special Education, contributed their expertise in many areas to help the project function more effectively. Dr. Dennis Harken gave valuable advice and support throughout entire project operations.

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1. PROJECT PERSONNEL

A. Paid Personnel

<u>Employee</u>	<u>Position</u>	<u>Responsibilities</u>
Ms. Phyllis B. Doyle	Project Director	Director of personnel, fiscal management, project administration, inservice training and product development
Mr. Paul Wagner	Media Associate	Literature search, product development, coordination of printing and graphics, technical editing
Ms. Lilia Walewski	Media Associate	Literature search on parent involvement and educational technology
Mr. Roger Bacharach	Media Associate (part-time)	Preliminary sketches for parent guide
Ms. Pat Gavin 8/1/75-4/16/76	Secretarial/ Bookkeeping	Literature cataloging, purchasing, bookkeeping, general office maintenance
Ms. Millie Stunkard 4/16/76-5/30/76	Secretarial/ Bookkeeping	Literature cataloging, purchasing, bookkeeping, general office maintenance

B. Non-Paid Personnel

<u>Employee</u>	<u>Position</u>	<u>Responsibility</u>
Dr. Lester Mann (3% local time commitment)	Principal Investigator	Assistance in all phases of project management
Dr. Barton B. Proger (3% local time commitment)	Assistant Project Director	Assistance in development of pupil progress monitoring system and fiscal considerations
Mr. T. Peter Boardman (3% local time commitment)	Assistant Project Director	Assistance in development of parent guide and pupil progress monitoring system

C. Contracted Personnel

Bruno/Mease Design		Graphic design of parent guide and pupil progress monitoring system
Mr. Joseph Connolly		Final sketches for inclusion in parent guide handbook
Dr. Roger Fishman		Outside project evaluator
Ms. Jennifer Favata	Teacher, Center for Developmental Education	Contributor to and evaluator of content of pupil monitoring system
Ms. Paula Fennelly	Teacher, Center for Developmental Education	Contributor to and evaluator of content of pupil monitoring system
Ms. Judy Waltman	Teacher, Center for Developmental Education	Contributor to and evaluator of content of pupil monitoring system
Ms. Sedra Schiffman		Monitoring system manual development
Ms. Rhoda Weiner		Monitoring system manual development

2. ORIGINAL PROJECT OBJECTIVES

Project TRAC (originally funded as the Pennsylvania Training and Demonstration Center GN #G007503427) responded to the needs of special education personnel and parents of severely and profoundly retarded students by endeavoring to accomplish the following objectives:

1. To develop an on-site, statewide Demonstration and Training Center for staff who deal with severely and profoundly retarded children.
2. To formulate information on the use of teacher assessment methods in selected skill areas.
3. To develop a more appropriate teacher assessment kit.
4. To disseminate information on the project-developed Assessment Kit.
5. To formulate information on the use of pupil progress monitoring techniques.
6. To develop a more appropriate pupil progress monitoring system than has previously been available.
7. To disseminate information on the project-developed Pupil Progress Monitoring System.
8. To formulate information on the use of educational techniques in selected skill areas.
9. To disseminate information on educational techniques in selected skill areas.
10. To formulate information on parent involvement in the education of their children.
11. To disseminate information on parental involvement in their children's education.
12. To disseminate information about the Demonstration and Training Center's activities through the publication of several brochures.

3. PARTICIPANTS, CLIENTELE, AND ORGANIZATIONAL SETTING

The TRAC (Training, Resources, Acquisition, Control) project was originally funded as the "Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children," and was proposed to focus project efforts for the benefit of teachers and parents of multiply handicapped children. Groups of administrators, teachers, parents, support personnel, and service agencies involved with this exceptionality received information and direct assistance through the efforts of the project. The program activities and products, which included inservice training; a resource library; parent handbook; and child tracking/monitoring system; were all of significant benefit to involved groups and individuals.

The direct clientele of the program extended from the teachers and parents of severely/profoundly mentally retarded children based in the classes operated by the Intermediate Unit, to general educational administrators from Montgomery County public, private, and parochial schools.

The physical setting which was available at the Montgomery County Intermediate Unit (IU) Special Education Center provided space for project operations, as well as facilities for large lecture groups and small group meetings. The IU Center for Developmental Education (CDE), which is a ten-classroom structure designed specifically for the education of severely and profoundly retarded children, provided an actual class situation for field-testing project work products, as well as an in-house base of teachers to provide input on the various aspects of project activities. These classrooms also provided the opportunity for inservice program participants to observe educational programs and special demonstrations in conjunction with program activities.

Staff, as detailed in Section 1, were considered to be well equipped to deal with project objectives.

4. PROCEDURES, SERVICES, AND ACTIVITIES

The TRAC project was involved in a wide spectrum of developmental efforts in the area of severe and profound mental retardation. In order to build on existing knowledge in this area of special education, and to enable the identification of needed areas of development, the project was initiated by the establishment of procedures for an in-depth literature search. Various subject areas, as delineated in the project objectives (Section 2), were outlined as being of prime importance. These subject areas were parent involvement; educational/teaching techniques; assessment; and monitoring techniques.

Due to the anticipated volume of the materials that related to these topics, a professional librarian was consulted to help develop a method of referencing and categorizing information as it was collected. The material gathered was also made available in a reference library for the use of project staff, Intermediate Unit teachers, and the general community of parents and teachers in Montgomery County.

The next project activity concerned the development of a parent oriented resource which would facilitate positive parental influence in the educational process of multiply handicapped children. The basis of this phase of project operation was the literature search of materials concerning parent involvement. Working from this framework, project staff began to meet with groups of teachers, therapists, social workers, and parents. Discussions of these groups focused on the current needs for information, the levels at which information should be communicated, and the most effective graphic design and lay-out modes.

As the needs of this consumer group became more defined, it was obvious that a successful parent manual needed to be presented in clear, non-technical

language, and that discussion of specific instructional and basic care techniques would benefit by the support of illustrations. As the text of the manual was developed, groups of parents and teachers were contacted for review and criticism of the appropriateness of material and language for parental use, and for accuracy of content.

As the illustrations to accompany the text were considered to be vitally important to the communication of main points, a professional artist was contracted to provide the required sketches. To produce these drawings, the consulting artist spent a great deal of time interacting with project staff and children in the classrooms. The children, in actual learning situations, served as models for the sketches throughout the book. The commitment to produce a genuinely meaningful document for parents necessitated numerous reviews of draft versions of the handbook. Care was also taken in the lay-out and printing of these booklets.

During this initial phase in the project year efforts were also made in the development of appropriate monitoring and assessment techniques. Working from the base of information which had been gathered from the literature review, tests reflecting the state of the art in severely/profoundly mentally retarded measurement were identified. After a thorough review of these assessment examples, the positive and negative aspects of current testing techniques were identified. Further thought and consideration of both what had already been done and the purpose of measurement for these children lead the project staff to conclude that a comprehensive tracking model, which would combine the original goals of both the Pupil Progress Monitoring System and the Teacher Assessment Kit, would be the most efficient and sophisticated instrument. At that point in time materials for monitoring of low-functioning level children were then field-tested and reviewed

for their appropriateness for the project's measurement goals. Both the project staff and teaching staff at the Center for Developmental Education who worked with this exceptionality were consulted as to their opinions of the extant measurement devices.

Curricular materials designed for this population were also reviewed for appropriateness and value. The Center for Developmental Education provided an on-going testing ground for these kinds of materials. Once the general format of the tracking system was conceptualized, a group effort to devise specific areas for assessment was begun. Teachers of various exceptionalities were utilized as project consultants for input into the types and levels of skills to be utilized. Their work was then synthesized by project staff into a uniform format/approach for the monitoring system.

From the staff's review of the value of various curricular and assessment techniques, as well as independent work done by the project, the draft version of the TRAC Monitoring System was developed. The main thrust of this instrument was in the area of basic skill-group measurement which could be adapted to both assessment and day-to-day monitoring. The system was criterion-referenced to avoid the conflicts involved in the use of norm-referenced assessment with an exceptional population.

After the draft version was completed, some field testing efforts were initiated. Revisions in both content and format were suggested by involved teachers, project staff, and individuals within the Intermediate Unit. The tentative final version was then established. Further discussion of the problems encountered during this phase of project operations will be given in Section 9.

A third major activity phase was the development of inservice programs for educators involved in special education. In the spring of 1976, an

intensive one-day presentation was given to local personnel, including general administrators, special education directors from public and non-public school systems, members of related service organizations, and special education teachers. Invitational letters (Appendix A) had been sent to Intermediate Unit special education directors, superintendents of districts in Montgomery County, and nonpublic school directors in Montgomery County. These letters also offered the services of the TRAC project staff for informal visits to the project site.

Presenters at the inservice were both project staff members and staff of the Montgomery County Intermediate Unit including; Assistant Director of Special Education, Coordinator of Program Evaluation Services, Supervisor of Classes for Severely Handicapped, teachers, and therapists of severely handicapped. All conference presenters had held planning sessions to insure a coordinated presentation of information relating to the writing of educational programs, educational technology, curriculum, program administration and transportation areas. Large group sessions were held to describe Project TRAC's main activities, including the development of the pupil progress monitoring system and the development of the parent guide. General background information was also communicated about the purposes of TRAC, and the general activities which were on-going. Discussions by project staff and administrative members of the Center for Developmental Education were presented on topics of educational programming, severely/profoundly mentally retarded school administration, transportation and adaptive equipment for school program use, curriculum, support services, and parental involvement with these types of exceptional children. General discussion was followed by actual class observation by program participants. Subsequent program sessions provided an opportunity for individuals to react and ask questions about their

class observation. In the afternoon session an in-depth discussion was given on the TRAC Monitoring System. The agenda for this program is given in Appendix B.

After the TRAC system was explained in terms of its purpose and usage, a specially devised questionnaire (Appendix C) was distributed to gauge opinions on the system and to elicit suggestions for further development. Furthermore, other reactions were encouraged from the program participants on this subject in both written and oral formats. Further discussion of the results of this assessment, as well as the implications of these comments are presented in Section 9.

A second inservice presentation was given in June, 1977, to familiarize CDE teachers with the methodology of the TRAC Monitoring System. A detailed presentation on the use of each type of recording form, and examples of actual classroom use were given. Efforts were thereby extended to disseminate and utilize information pertaining to the TRAC efforts.

5. EVALUATION PROCEDURES

The evaluation efforts of the TRAC program centered around the quality and utility of the project's end products, which were assessed primarily by the reaction/assessments of consumers. To effect this type of feedback, both formative and summative evaluation methods were arranged to be utilized during the project year.

Formative evaluation procedures were of utmost importance as the project products were cycled through their various draft stages. Since these products were consumer oriented, the reactions of consumer groups to their effectiveness and accuracy were considered to be the main evaluation criteria. At various points in the development of both the monitoring system and parent handbook, groups of teachers, parents, therapists, and supervisors were asked to critique and suggest improvements for these products. Advocate agencies representing the input of parents and other people responsible for exceptional children were also reflected in project products. This was accomplished through discussions with representatives of such organizations as the Mental Health/Mental Retardation Base Service Unit and the Pennsylvania Association of Retarded Citizens.

In the development of the monitoring system, the skill areas which were selected to be included were field-tested by teachers at the Center for Developmental Education. Feedback on the viability of each section was then used to reformulate a new version of that skill. The entire monitoring system was also presented to public and non-public educators through the inservice presentation. Their reactions were solicited in both written and verbal formats, and integrated into the drafts of the system.

Formative and summative evaluation also occurred through both state educational agency personnel and representatives of the Bureau of Education

of the Handicapped. Dr. Edward Sontag of BEH received a presentation of TRAC project activities and was involved in a subsequent discussion specifically relating to the parent guide. At that time, he indicated that the guide would fill a need in severely/profoundly mentally retarded education and that it could have nationwide impact. State Education Agency (SEA) personnel were kept aware of each facet of product development and reviewed each product before the final dissemination phase was carried out.

6. FORMAL RESEARCH AND EVALUATION FINDINGS

A main focus of the formal research and evaluation conducted on project activities was through the written evaluative report made by Dr. Terry Piper, evaluation consultant to the TRAC project. Dr. Piper is connected with the Special Education Department of Temple University and was considered to be very well qualified to evaluate project activities. The text of this report is contained in Appendix D. Within this report Dr. Piper indicated that although some objectives of the grant had been modified because of local need or limitations of personnel and resources, the "goals and sub-goals which had been met, had been conspicuously well met." This, as well as his detailed evaluation of each separate project objective, was felt to be, on the whole, supportive of the project's achievements. Other formal evaluative measures included two questionnaires (Appendices C and E) which were used in conjunction with the inservice program to assess consumer reactions to the TRAC Monitoring System. A written report which gives a complete review of comments on the TRAC system and the mean response ratings of the inservice presentation evaluations is presented in Appendix F. It was found that the majority of participants indicated that they were very interested in a monitoring system for this exceptionality, however many indicated that they remained confused over the mechanics of the TRAC system forms. The evaluations of the content and presentation of the inservice were generally very positive, although there were comments which indicated more inservice work would be needed to familiarize the participants with all aspects of TRAC.

7. PROJECT RESULTS

The general level of research in the area of education for severely/profoundly mentally retarded children has had, up to the current time, a dearth of consumer-oriented products. The TRAC project was successful in creating both a guide for parents of these exceptional children, and an assessment monitoring device for teachers. Although both of these products are considered to require some additional development, they represent a significant step in this area of educational programming.

The parent handbook How to Help Your Child is considered to be an exceptional project product. Parent reaction has been extremely positive, not only because there is a lack of other basic level references in the area, but also because of the clear and informative manner in which the material was conveyed. It was encouraging to note that the importance and quality of the booklet was recognized in a statewide competition. How to Help Your Child received the 1976 Award of Excellence in the Special Purpose Category of the Educational Communication Contest. This competition, conducted by the Public School Board Association, is an annual event for exemplary materials produced in the area of education.

The TRAC Monitoring System which was also produced during the project year is a sophisticated method for assessing basic skill growth in low-functioning children. It is meant to be used in conjunction with intensive, daily teaching of sub-skill areas within the classroom. The skill groupings included in the system are; eating, dressing, toileting, communication, personal hygiene, social behavior, motor performance, and basic concept formation. For each of these basic skill areas there are several subskills which comprise the skill. These can be drilled separately or in combination, depending on the functioning level of the child. Responses are recorded on a daily and

then monthly basis, to give a bar-graph reading of the child's progress for the year for each subskill area.

Information can also be communicated to parents or other educators on a quarterly or semester basis through the adaptive behavior charts. These wide-area graphs show the levels of competency for whole skill areas, such as eating or dressing. All information for the monthly, and quarterly levels of skills are drawn from the daily monitoring of skill responses.

Detailed information on the TRAC system design, purpose, and methodology is given in Appendix G. This comprehensive manual accompanies each TRAC system notebook.

8. IMPLICATIONS OF PROJECT RESULTS

Project TRAC's resultant work products have several implications for special education personnel and researchers interested in evaluation of multiply handicapped children.

1. The TRAC Monitoring System provides researchers and teaching personnel with a method of assessing individuals in a way which can be easily understood by other data users. Despite the large problems of undertaking research efforts with low-functioning groups, it does provide a measure of uniformity for collecting and reporting growth, and allows a certain amount of cross-child or cross-method research to be performed.
2. The TRAC Monitoring System provides parents and non-special education school personnel with an easily understood yet extensive and comprehensive method of determining progress of children who have very low learning rates.
3. The parent handbook provides parents with basic information which is needed to effectively deal with these types of exceptional children.
4. The preliminary efforts at inservice training for special education personnel in the area of severely/profoundly mentally retarded training provided an awareness basis on which other Montgomery County efforts can be built.

9. FACTORS RELEVANT TO SUCCESS AND SHORTCOMINGS

Successes: The main factors which contributed to the success of the TRAC project were the efforts which were directed toward the development of the work products. To this end, a major focus on the thoroughness of the literature review was considered to be extremely valuable in enabling TRAC activities to build on previous advances in the area of severely/profoundly mentally retarded assessment and curriculum. The location of the project in the Montgomery County Intermediate Unit Special Education Center provided a wealth of individuals who had been trained and were actively involved in the educational processes of this exceptionality. The care taken in the lay-out, design and packaging of all project materials provided for products which are attractively presented and have an extremely professional appearance.

The two major work products of this project (monitoring system and parent manual) are impressive, as related by many outside observers. Both of these items help close major gaps that existed in measurement and programming for the child with severe or profound mental retardation. The LEA looks upon these two products as not only serving immediately useful functions, but also as possibly being the stimulus for later further advances in these areas by other developers.

Shortcomings: The major reasons of why the project did not fully meet some of its planned objectives were communication problems and not completely using available resources. Another negative factor was the underestimate of time needed to create quality products, for both the assessment kit and the parent guide. This resulted in the unexpected restriction of both personnel and finances later in the project year. The lack of efforts to involve community or out-of-county state special educators and the lack of information

dissemination were also an outgrowth of this drain on internal resources, and was compounded by some internal conflicting philosophies among several groups within the sponsoring LEA. More successful project outcomes could have been achieved by a less ambitious scope of proposed activities, deeper utilization of outside feedback and field-test results of work products, and a stronger commitment to provide inservice programs to educators in the state.

The conflicting philosophies inside the LEA on how the whole project could best be deployed in general and specifically how work products such as the measurement system should be developed, hindered efforts to have maximum input into all project products by teachers, parents, and project staff. As time pressure mounted, efforts to communicate with members in the field were curtailed, in some cases so severely that certain project goals could not be fully completed. To the extent that many of the project's proposed objectives were involved in some type of field interaction, there was difficulty in completing those objectives. In this context, related project goals, such as the dissemination of educational technology in skill areas, and the creation and dissemination of a public awareness brochure on the proposed development and training center, were also not addressed.

Apart from the above difficulties, it must be remembered that certain internal decisions had been reached concerning the objectives listed in Section 2 of this report. For instance, after careful analysis of the situation, it was decided that Objectives 2 to 4 (status assessment) and Objectives 5 to 7 (ongoing monitoring) could all be served within the purview of the monitoring framework and would actually increase the degree of conceptual consistency of the latter system. Thus, no specific, separate effort was made to address Objectives 2 to 4. To a lesser extent, it was also found

that Objectives 8 and 9 (educational techniques) were either present and/or implicit in products produced out of Objectives 5 to 7 and Objectives 10 and 11 (parent manual). Thus, a specific focus on Objectives 8 and 9 was downplayed, with the priority of project efforts upon the monitoring system and the parent manual--two impressive efforts.

There are other original objectives of the project which were not fully addressed during the project year. Of primary consideration is the lack of inservice/outreach efforts involved in many of the project objectives which were to involve educators on a statewide level (Objectives 1 and 12). Although a one-day inservice was given, it was limited in its geographic scope of participants and depth of review of the developments in severely/profoundly mentally retarded education. Partial explanation of this lack in project activity can be given by the unexpected amount of time which was required to design and refine the monitoring system as mentioned above. However, the LEA's internal communication problems and conflicting philosophies on products and project operations, also contributed to this situation.

The project work products have certain problems surrounding them of which subsequent users should be aware. Although the TRAC Monitoring System represents a clear effort in the area of standardizing measurement for low-functioning children, in practice there might be some difficulty in its utilization. When the final version was presented to teachers in the Intermediate Unit's severely/profoundly mentally retarded classes, several objections were raised which indicated a reservation on the part of this group to implement the system in day-to-day classroom use.

A primary concern was the limited nature of the range of specified sub-skills and allowed response options. Reflecting the tremendous individual variability of this exceptionality, some teachers wanted higher-level skill

competencies included, while others indicated that the subskills were still so general as to possibly show no growth for a child. Other teachers indicated the prescribed primary response modes (without assistance, with verbal prompt, with imitation or gestural prompt, with physical assistance, no response) were not flexible enough to reflect the needs of physically handicapped, blind, or deaf children.

Secondary concerns expressed by the teachers related to the lack of generalizability of the skill areas, which created a rather restrictive curriculum for the user groups. A lack of flexibility in the actual mechanics of using the forms was also mentioned as a problem by some teachers.

Although many individuals and groups had been solicited for suggestions on this particular work product, many aspects of it were not satisfactory in final form to such contributors. A primary cause of the problem with the monitoring system stems from the fact that field testing efforts were not adequate in number or depth for the complexity of the task. (Field testing was originally planned to take place in each of three draft cycles for the assessment and monitoring device.) Although a field test effort was made during the project year, it was made with a limited population of individuals, and was not sufficiently controlled to make final product determinations. Additionally, many valid suggestions which had been solicited from project staff, I.U. teachers and inservice program participants were not incorporated into the final version. This lack of flexibility in project efforts was caused primarily by communication lags, as well as time pressure.

Further complications in the project timeline were encountered in the actual printing process of project products. Several lengthy delays were created by problems with the printing contracted services. The TRAC Monitoring System was delayed by several weeks by the inability of the printer to

deliver. This was also the case, although to a lesser extent, with the parent guide.

10. CONCRETE PROJECT OUTPUT

The TRAC project had three concrete work products.

1. The TRAC Monitoring System, an in-depth method for monitoring a low-functioning child's growth in areas of basic living skills. The system has a format which allows the recording of skill achievement levels on a daily and monthly basis, and a skill area summary sheet for quarterly or bi-yearly review of progress. The TRAC system is in an attractively designed package which includes a clearly presented instruction manual and forms for detailed pupil monitoring.

2. How to Help Your Child: A Guide for Parents of Multiply Handicapped Children, a clearly written and well-illustrated book which provides parents with information on the education, home care, and support services which will give the most benefit to these exceptional children.

3. One-Day Inservice Program, given for local interested educators, provided exposure for the TRAC Project goals. It also reviewed basic areas of concern for all individuals involved in severely/profoundly mentally retarded education.

11. DISSEMINATION ACTIVITIES

Dissemination efforts connected with Project TRAC were conducted on a wide-range basis for the project's work products.

The parent handbook, How to Help Your Child, was given to each parent who had a child enrolled in the I.U. program at the Center for Developmental Education. Additionally, a copy of this booklet was given to each Intermediate Unit in Pennsylvania with a cover letter indicating that those sections of the manual with specific references to Montgomery County could be changed to contain information relevant to that particular locale. Copies were also sent to service agencies in Montgomery County, participants in the TRAC inservice program, the Bureau of Education for the Handicapped in Washington, D.C., and all State Departments of Education in the United States. Finally, a copy was also sent to all interested individuals who requested this service. A partial list of receiving individuals and institutions is provided in Appendix H. Dissemination of this work product will be extended substantially if, as planned, professional publishing interests adapt its content for nationwide distribution, as detailed in Section 12.

Dissemination of the TRAC Monitoring System was delayed in part to provide time for further input on its utility and acceptability. However, it was then distributed to all state Intermediate Units, the three Regional Resources Centers across the state, Pennsylvania Resources and Information Center for Special Education (PRISE), national directors of special education, and all requesting individuals. An accompanying letter indicated the purpose of the system, and provided information on the initial feedback of its utility, and it is hoped that it will provide a "jumping-off-point" for further development in this neglected area of measurement. Furthermore, all teachers of the Center for Developmental Education have already been provided with copies,

and have been encouraged to use the system in their classroom assessment programs.

Dissemination goals for Project TRAC were also addressed through the inservice programs which had been conducted during the project year. The letter of invitation to the inservice participants also gave an open invitation to all concerned groups to come and observe the classes and be introduced to the TRAC project activities on an individual basis.

12. CONTINUATION OF PROJECT ACTIVITIES AFTER CESSATION OF FEDERAL FUNDS

Efforts have been made to utilize the TRAC project products in the Montgomery County Intermediate Unit programs.

How to Help Your Child has been so successful that the first printing has been exhausted. A new printing is planned in the near future, to be supported by internal I.U. funds. Preliminary interest has been evidenced by a commercial publisher for further dissemination and utilization of this booklet on a nationwide scale.

The TRAC Monitoring System has been distributed to teachers in the Center for Developmental Education and the Montgomery County I.U. School for the Physically Handicapped. It has been suggested by I.U. supervisors that it could also be easily adapted and utilized by teachers of trainable mentally retarded children. It is planned that an inservice program will present the TRAC system for their consideration.

13. EFFORTS BY OTHER AGENCIES TO ADAPT OR ADOPT PROJECT ACTIVITIES

Because of the developmental nature of the TRAC project work products, no concerted efforts have been made to encourage other agencies or schools to adapt or adopt either the TRAC Monitoring System or How to Help Your Child. However, since interest in the handbook has been shown by the commercial publishing domain, efforts will be made to further this method of product communication to other individuals interested in severely/profoundly mentally retarded education.

APPENDIX A
TRAC INSERVICE INVITATION

APPENDIX B
INSERVICE AGENDA

PROJECT TRAC INSERVICE PROGRAM

May 24, 1976

Special Education Center
 Montgomery County Intermediate Unit
 1605-B West Main Street
 Norristown, Pa. 19401

8:30 a.m.	Coffee	
9:00 a.m.	Opening Remarks	
9:30 a.m.	Introduction to Project TRAC	Phyllis Doyle
9:45 a.m.	Orientation to day's activities	Phyllis Doyle
10:00 a.m.	Educational Programming for Multiply Handicapped Children	
	Administration of a public school program for severely/profoundly retarded	Peter Boardman
	Transportation and Adaptive Equipment used in a public school program for severely/profoundly retarded	Jerry Potter
	Curriculum, supportive services and parent involvement in a public school program for severely/profoundly retarded	Phyllis Doyle
11:15 a.m.	Observation in classrooms at the Montgomery County Intermediate Unit Center for Developmental Education	
12:00 p.m.	Lunch provided at Special Education Center	
1:00 p.m.	Question & Answer period regarding visit to Center for Developmental Education	Peter Boardman Phyllis Doyle Jerry Potter
1:30 p.m.	Project TRAC Monitoring System	Phyllis Doyle Barton Proger Paul Wagner

2:30 p.m.	Project TRAC Parent Guide	Phyllis Doyle Paul Wagner
3:00 p.m.	Question period	Phyllis Doyle Paul Wagner
3:30 p.m.	Summary	Jeff Grotsky

Please return to Project TRAC by May 10, 1976 if you plan to attend.

Project TRAC, 1605-B West Main St., Norristown, Pa. 19401

Name _____

School/Intermediate Unit _____

Address _____

Phone _____

Names of other staff members attending : _____

_____ Number of people attending lunch

APPENDIX C
FIELD TEST GUIDELINES



TRAINING
RESOURCES
ACQUISITION
CONTROL

1605-B West Main St.
Norristown, Pa. 19041

For severely
and
profoundly
retarded

32

215-539-8550

MONITORING SYSTEM FIELD-TESTING

The purpose of this field-testing is to determine if this Monitoring System is appropriate for classroom use. Also, we would like your opinion on whether or not it will be useful for you in conveying to parents the progress that their child is making in school.

- 1) Are the curriculum areas we've outlined (Eating, etc.) broken down into the appropriate skills (Finger Feeding)? And are skills broken down into appropriate sub-skills?
- 2) Are the ratings (without assistance, etc.) appropriate and usable?
- 3) Will all of the different skills you are teaching in your class fit into this system?
- 4) Are there aspects of the system that do not relate to what you are teaching?
- 5) Will it help you make decisions about what you are teaching?
- 6) Would it be an unreasonable amount of paperwork to have to do this every month?



APPENDIX D
EVALUATION REPORT

The Evaluation of the Pennsylvania Training and Demonstration Center for Severely and Profoundly Retarded Children funded under Title III Section 306, October 1, 1976 by Dr. Terrance Piper of Temple University, Department of Special Education.

The evaluation will be organized on the basis of goals and objectives as listed on page 32 of the project proposal. The first global goal is to develop an on-site statewide demonstration and training center for the staff who deal with severely and profoundly retarded children. Under this goal the following specific objectives were to have been achieved: (1) to provide inservice training for teachers and staff of the Montgomery County School for Severely and Profoundly Retarded Children; (2) to provide brief inservice training, a duration of a day or less to educators throughout the state; and (3) to provide intensive one week inservice training for educators from throughout the state.

Relative to the first goal the project addressed the goals in the form of a one day inservice designed for local school personnel, meaning Montgomery and Philadelphia Counties including special ed directors from public and non-public school systems, service organizations and teachers. The inservice took place in May of 1976 and was attended by approximately thirty people. Twenty-six evaluative responses from participants are available and, in general, indicate that the speakers for the program were well informed, well prepared, and the reaction of the participants was generally favorable. It should be pointed out that the one week inservice training program

was not attempted, that the educators involved in the one day inservice were from the local geographic area as opposed to throughout the state and that no specific inservice training for Montgomery County school staff has been identified. While the inservice that was presented was apparently well received it might also be noted that the participants were invited to return for additional observations or information and no participants took advantage of this in invitation. In summary then, the first goal seems to have been minimally met, those efforts that were documented in this regard seem to have been superior. Part of the difficulty is probably due to limited staff for the project and an overly optimistic list of goals developed for the resources provided:

The second global goal of the project is to formulate information on the use of teacher assessment methods in selective skill areas. Specifically, this goal includes the intent to search literature on teacher assessment methods and to evaluate assessment methods currently being used in the field. An extensive library has been developed and cataloged by author and subject with searches listed on specific topics in the library. While evaluations in this regard do not seem to be formalized, informal evaluations were certainly made and considered in the development of later objectives. In summary, goal two is relatively complete and again given relatively short period of time and limited personnel, rather well met.

The third goal of the project relates to the development of appropriate teacher assessment kit. Specifically under the third goal was the intent to field test relative appropriateness of selected

assessment methods currently available; (2) to revise, to add to, and to delete from existing methods to form a more appropriate battery of assessment methods; (3) to field test the resultant modified assessment methods; (4) to revise, to add to, and to delete from modified assessment package; and (5) to field test final project assessment kit. The goal was modified in that the general assessment system was developed in conjunction with a pupil progress monitoring system. Except for literature reviews there was no field testing documented regarding relative appropriateness of already existing selected assessment methods. Based on the systems reviewed in the literature, on the input of four teachers after school hours, an assessment system was developed as opposed to revised. Regarding the third subgoal, the resultant assessment method was field tested at the local site. Based on the field testing and on the comments of various reviewers, the system has been revised and added to according to subgoal (4). The final assessment product has, at this time, only recently been completed, has not yet returned from the printing process and so a final field test of the assessment tool has not yet been completed but will be as soon as the materials become available. That should be within a period of several weeks.

Global goal four is to disseminate information on the project developed assessment kit. Subgoals under four include the distribution of the project assessment kit by mail to key educators both within and without Pennsylvania. Secondly, to process later requests for information on the kit sent to the demonstration and training center; and third, to disseminate information about the assessment

kit to statewide participants by on-site training and experience at the demonstration and training center. Because the assessment kit is not yet available for dissemination meeting the goals listed under goal four has not yet been attempted; however, it is expected that these goals will be met beginning in late October or November of this year. When the copies become available three are to be sent to the directors of all Intermediate Units in the state of each director of special education for each state in the United States as well as to local interested educators. In summary, it seems quite probable that the goals listed under four will be met but have not been met at this time.

Global goal five relates to the formulation of information on the use of pupil progress monitoring techniques. Specific goals under five are to search the literature on pupil progress monitoring techniques; and, secondly, to evaluate pupil progress monitoring techniques currently being used in the field. Subgoals under five have been met in the sense that literature reviews on the topic have been complete and relatively extensive. The evaluation of pupil progress monitoring techniques has been library evaluation as opposed to field testing. As mentioned in regard to global goal three the monitoring system developed by the project is in combination with an assessment system. In summary regarding global goal five, the goal has been met in the sense that pupil progress monitoring techniques have been evaluated and to whatever degree deemed appropriate monitoring techniques have been incorporated into the technique developed by the project under global goal six.

Global goal six was to develop a more appropriate pupil progress monitoring system than has been previously available. The subgoals of global goal six are identical to those listed under global goal three except that they relate to pupil progress monitoring as opposed to assessment. Because this system that has been designed and developed by the project combined assessment and monitoring the evaluation of the subgoals of global goal six are identical to those regarding global goal three. At this point a more detailed review of the assessment and monitoring technique developed by the project seems to be in order. It is important to recognize the product as one of the two major products that have resulted from the project. The product is called TRAC, standing for Training Resources Acquisition Control. It provides for three levels of assessment and monitoring, those levels being (1) the day by day recording of success or relative success of trials related to various skill categories; secondly, that data is summarized approximately monthly for a relatively detailed description of progress over the course of a year in each skill area. Third, these skill areas are further summarized on a form called Skill Area Summary Sheet which should provide a global indication of progress made in each skill area. It may be that the major strength of TRAC lies in the Skill Area Summary Sheet in that the sheet should provide overall record of progress for each child. Given the TRAC System the teacher should have little difficulty in coordinating programs, a common problem in programming for low-functioning children.

A thorough review of the TRAC System indicates more than an assessment and monitoring system. TRAC is in essence a nearly complete

curriculum broken down into steps with assessment and monitoring associated with each step for severely and profoundly handicapped children. The areas attended to in TRAC include motor performance, eating, dressing, toileting, personal hygiene, social behavior, and communication skills in both receptive language and expressive language. Each of these is in turn subdivided into skills associated with each skill area. For example, in motor performance: head control, rolling, pincer grasp and release, reaching, grasping, placing and releasing, sitting up, creeping, crawling, standing up, standing, sitting down, walking, walking up and down stairs, and maintaining positions are all considered. Each of these, in turn, subdivided into subskills that are sequenced in an appropriate developmental manner. For example, head control is divided into subskills of: moves head, raises head to upright position, holds head up and can move head, head remains stable when body is mildly rocked, controls head position while using arms. Again, each of these is assessed on the basis of whether or not the child can do so without assistance, with very minimal assistance, with gesture or verbal prompts, with physical assistance, or no response or completely inappropriate response.. It would seem then that the teacher who uses the TRAC System would have a thoroughly extensive and objective lattice of objectives in the skill areas mentioned and would be relieved of many of the programming tasks associated with teaching severely and profoundly handicapped children. While the recording system may appear complex and demanding the programming advantages and the time saved in programming procedures itself and in the coordination of programs with each other would

certainly justify using TRAC or an analogous system in most classes for very low-functioning children. A thorough evaluation of specific subskill sequences would seem inappropriate at this time. The final system while in tact has not yet been disseminated to the teachers at the local site; therefore, field testing of the final product has not yet been completed. For now what is probably more important is to recognize the extent of the system, the conspicuous effort and planning and review that must have gone into developing the system including the skill areas and the subskills. In that regard, the objectives mentioned under global goals three and six would seem to have been more than adequately met for a project of only one year's duration. In addition to the parts of the system already mentioned there has been a bibliography developed and an accompanying description of what the TRAC System is, for whom it is appropriate and why, how the system is used and how it is used in the classroom, and how the system reports progress to parents or other concerned individuals. The narrative is in a nearly final form with some revision and organizational considerations still to be considered. In all probability the narrative will be complete and ready for distribution at approximately the same time as the rest of the TRAC System, that is late October or early November, 1976.

Global goal seven is analagous to global goal four in that it relates to the dissemination of information relative to the project developed pupil progress monitoring system. Since the development of the pupil assessment and monitoring programs have become one and the same in TRAC, the information will be disseminated simultaneously

and to the same individuals as will the information referred to in global goal four.

Global goal eight has to do with the formulation of information on the use of educational techniques in selected skill areas. Specific goals included in this global goal are to search the literature on educational techniques, to evaluate educational techniques currently being used in the field, and to summarize relevant information. In regard to these goals the library including information on educational techniques, materials, equipment and curriculum has been assembled and organized for use by personnel or visitors at the local project site. A bibliographic summary has been compiled regarding parents and parent education as well as the bibliography already referred to in the TRAC System. Beyond that an overall evaluation of educational techniques currently being used in the field has not been completed and extensive summaries of the relevant information has not and is not available, therefore, for dissemination. Again, what has been completed by a very limited staff and in a very limited amount of time would seem to justify the failure to complete the goals listed under general global goal eight, in that the objectives were met as far as they are relevant to the two major products and efforts of the project, those being the TRAC System and the guide for parents of multiply handicapped children to be referred to in later goals.

Global goal nine is related to eight in that it is the dissemination of information on educational techniques in selected skill areas. Subgoals under nine include the production of a manual which was to include as part of it a summary of information summarized on

educational techniques. Again, as referred to in global goal eight, this has not been completed. The second subgoal is to distribute the manual by mail to key educators both within and outside of Pennsylvania. Because the manual has not been developed this subgoal has also not been completed. The third subgoal under nine is to process later requests for the manual sent to the demonstration and training center. Again, this subgoal is obviously impossible to meet. Subgoal four was the dissemination of information on educational techniques to statewide participants by on-site training and experience at the demonstration and training center. Similarly, this subgoal has not been met except as it relates to materials included in the TRAC System and in the parent guide. To some degree the fourth subgoal may have been met in the one day inservice referred to in global goal one. If it was, it was done in verbal presentations made by the speakers during the one day inservice and, as already mentioned, participants described those speakers as being well prepared and highly informed.

Global goal ten refers to the formulation of information of parent involvement in the education of their children. The first subgoal in ten is to search literature on parent involvement in the education of their children. This subgoal seems to have been completely met as evidenced by bibliographic information included in the guide for parents as well as by the library available at the project site. The second subgoal was to evaluate methods of parent involvement currently being used. The product to be referred to in subgoal three under global goal ten would suggest that an evaluation of methods must certainly have been done; however, the evaluation was not appar-

ently on a field testing basis but rather on the basis of information available in printed literature. Subgoal three was to summarize relevant information on parent involvement. The summarization has taken the form of a guide for parents of multiply handicapped children. The guide is entitled "How to Help Your Child". Part one of the guide refers to how the parent can help the child get the most out of school. Samples of events during a child's school day have been illustrated and described in a very clear and concise way. Parallel with those descriptions are an explanation of what the teacher is doing and why she is doing it. This particular effort is designed to be easily understood by parents and should help any parent whose child is in a program of the quality of the program at the project site understand what the school program is like, how it would benefit the child, and implies and suggests how the parent can involve himself or herself in the child's progress. The second part of the guide refers to how the parent can help the child at home, including considerations regarding communication, lifting and carrying, positioning, motor skills, feeding, dressing, toilet training, and hygiene. The material is presented in an attractive way yet in a way that is realistic; information is concise and very pragmatic. The first two parts of the guide should be generally valuable to a parent of a multiply handicapped child anywhere as opposed to being a parent living in close proximity to the project's site. The information and the format used to present the information are perhaps the best, or certainly among the best available to parents at this time. Part three of the guide refers to how to find help for the child including information on services and

equipment and information sources. The services information is primarily of value to the parent in the local geographic area in that specific services, their addresses and most appropriate contact personnel are provided. Services in the areas of general help, camping, parent groups, care and training for retarded adults, counseling and help with family problems, home health care, clinic and hospital care, and other information sources from local and state organizations and national organizations is listed and described. This particular part of the guide is organized so that it might be rewritten using the same general organizational format for parents living in other service areas. The last parts of the guide are again applicable to parents anywhere. A section is included on special equipment including supports for sitting and lying, chairs, wheelchairs, car seats, walking aids, eating aids, toilet training aids, clothing, hygiene aids, and a listing of local hospital equipment stores. Again, the information is concise, where appropriate it is well illustrated, often including ideas for equipment that the parent can manufacture himself. Explanations for the purpose in use of the aids where appropriate is also provided. Finally, information is included regarding babysitting, transportation, income tax deductions, and planning for the future including wills and trusts, insurance, Social Security, and legal help. While references are provided for local services, these could be easily adapted in other locations by simply substituting more appropriate local addresses. The guide is not complete in the sense that it may be desirable to supplement the guide with other sources of parent information and does not represent a complete parent training manual;

however, it is practical, attractive, and published in the kind of format and style that most parents would find easy to read and digest. The information is highly practical and easily understood. The guide represents the second major product of the grant and while it may not be a summary of relevant information on parent involvement, it is certainly closely related to such a summary and is, in the opinion of project personnel, a product that is greatly needed by parents in the project area and probably needed in a similar format by parents in other areas as well. In summary of global goal ten, the specific objectives have been modified in response to community needs. The modification has resulted in a potentially very valuable product.

Global goal eleven refers to the dissemination of information on parent involvement in their children's education. Subgoals include the production of a manual which includes as part of it the information summarized on parent involvement. This manual has been referred to in the paragraph above and certainly meets the first subgoal's description. The second subgoal is to distribute the project manual by mail to key educators both within and outside of Pennsylvania who deal with such children. The dissemination plan for distribution of the manual includes three copies to directors of all Intermediate Units in the state of Pennsylvania and to each director of special education in each state in the union. In addition, copies are available for parents in Montgomery County. The second subgoal has been partially met and will assuredly be completely met. The third subgoal is to process later requests for the information sent to the demonstration and training center. The subgoal will be easily met in the future by simply mailing

the manual to individuals requesting information and in the case of individuals who are not in the local geographic area to include suggestions for how the manual might be altered to meet the needs of parents in distant locations. The fourth subgoal under eleven is to disseminate information summarized on parent involvement to statewide participants by on-site training and experience at the demonstration and training center. Since there has been minimal on-site training the fourth subgoal can only be met by distributing the manual to the participants in the one day inservice session. This dissemination has been completed. Incidentally, the text of the manual was developed primarily on the basis of experience with local parent groups and to a lesser degree on literature available. A group of fifteen to twenty parents in a local parent group were asked about their felt needs and these needs have been taken into account in developing the manual. After the initial text of the manual was developed a sample of parents were invited to review the manual and its contents and their suggestions regarding additions have been incorporated into the text.

The final global objective of the project was to disseminate information about the demonstration and training center's activities through the publication of several brochures. That goal has been subdivided into the development of a brochure which provides a description of the philosophy and overall program function of the demonstration and training center, to develop a brochure which describes the assessment kit developed by the project, to develop a brochure which describes the one week inservice training program offered by the demonstration and training center, and finally to disseminate the three brochures by mail

to key educators within and outside of Pennsylvania. None of the brochures have been developed as described in the original proposal and therefore have not been disseminated. Only the second brochure, that is the one to describe the assessment kit has been developed in a modified way. The modification is the narrative in which the TRAC System, its functioning and content is described. This narrative, of course, will be distributed at the end of October or early November along with the TRAC System itself.

An overall evaluation of the project's efforts clearly indicate that project development and completion are still ongoing, especially in regard to the TRAC System. The TRAC System represents a complex and potentially very valuable addition to the body of materials available to teachers concerned with assessing and monitoring the progress of severely and profoundly handicapped children. Furthermore, it provides a fairly complete breakdown of the parts of the skill areas covered so that the programming task facing the teacher of low-functioning children might be considerably simplified. It remains to be seen how extensively TRAC will be utilized and to what degree the components of the system may have to be reorganized. Careful field testing and the incorporation of the results of that field testing might very well result in a tool of great value to administrators and teachers who work with severely and profoundly handicapped children in all parts of the country.

The second major product of the project is the guide for parents. It is attractive, relatively brief, and very pragmatic. Those parts of the guide that refer to information of value to parents living in the

local geographic area of the project can easily be substituted in order to make the guide useful in any location. While a systematic effort to secure an evaluation of the guide by a sizable sample of parents has not been done, there is every reason to believe that the outcome of such/^{an}effort would be highly positive. At the same time the guide is introductory and could very well be supplemented by more detailed descriptions of what the parent may do in promoting the child's developmental progress. References and sources of information for such supplemental information are provided in the guide itself.

It would seem that the objectives of the grant have been modified to some degree on the basis of needs that became apparent in the local district and on the basis of available personnel sufficiently skilled to allow for all of the objectives listed in the original proposal. Those goals and subgoals which have been met have been conspicuously well met. Those goals that have been altered by local needs and which have resulted in the products mentioned are also potentially very valuable contributions to the field.

APPENDIX E
PARTICIPANT REACTION FORM



TRAINING
RESOURCES
ACQUISITION
CONTROL

1605-B West Main St.
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For severely
and
profoundly
retarded

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215-539-8550

PARTICIPANT
REACTION FORM

MAY 24, 1976

GENERAL ASPECTS

1. To what extent did you feel the presentations as a whole gave you useful information in the areas of SMR/PMR/MH ?

☐ NONE	☐ SOME	☐ MUCH	☐ SUPERIOR
----------------------------------	----------------------------------	----------------------------------	--------------------------------------
2. To what extent did you feel the presentations as a whole were clearly made?

☐ NONE	☐ SOME	☐ MUCH	☐ SUPERIOR
----------------------------------	----------------------------------	----------------------------------	--------------------------------------
3. What strengths of the presentations did you note? _____

4. What weaknesses of the presentations did you note? _____

5. What suggestions for improvement, inclusion of different areas, omission of some areas, and so on, can you offer? _____

6. What aspects of the parent involvement program (activities, content of a manual, etc.) can you offer suggestions on? _____



SPECIFIC POINTS ON MEASUREMENT MATERIALS

1. To what extent do you feel the measurement system will be a useful addition to materials available to staff who deal with the SMR/PMR/PH ?

☐

NONE

☐

SOME

☐

MUCH

☐

SUPERIOR

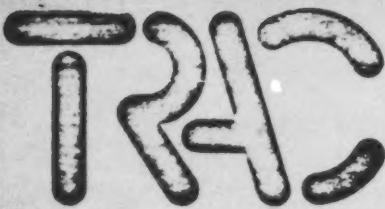
2. With regard to scoring procedures, what suggestions for improvement can you offer? _____

3. With regard to the recording sheets (Subskill Worksheet, Skill Progress Sheet, Skill Area Summary Sheet), what suggestions for improvement can you offer?

4. What overall comments on strengths, weaknesses, or other aspects of the measurement system can you offer? _____

Thank you for your attendance and your feedback.

APPENDIX F
INSERVICE EVALUATION SUMMARY



TRAINING
RESOURCES
ACQUISITION
CONTROL

1605-B West Main St.
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profoundly
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PART I

Evaluation Summary

Teachers attending the in-service expressed a high degree of interest in the TRAC System, found the information and materials presented both useful and relevant, and indicated that the organization, preparation and clarity of the presentation was very good. -

These statements are being made on the basis of teacher reactions to an evaluation questionnaire (pg. 4) and informal comments during the in-service.

Written comments on the questionnaire indicate that most of the teachers have adequate knowledge of the system but would like in-service on the following:

1. Review of mechanics for filling out the various sheets
2. Using TRAC to develop IEP's
3. Classroom implementation of TRAC

The majority also feel that, as a result of the workshop, they have adequate skill to incorporate the system into the classroom. However, confusion was expressed about coding information from other assessment instruments into the TRAC System. A need was voiced for periodic in-service once the system is in use.

The teachers requested future workshops on the following:

1. Application of the system (practice)
2. Use of the system in writing IEP's
3. Coordination of IEP's, TRAC and daily programming (see pg 5).

As a result of group discussion among the PMR teachers and SMR teachers, more needs were expressed. Primarily, the PMR teachers felt the need for a resource person to help them with individual recording problems, and expressed concern about maintaining a supply of blank subskill worksheets and the amount of time TRAC and IEP's would take. The SMR teachers, on the other hand, felt that skills needed to be added for children functioning at higher levels.



Recommendations:**For Teachers of PMR**

1. Periodic consultation and in-service during September and October on the following topics:
 - a. Insuring mechanical calculations are done correctly
 - b. Establishing instructional priorities and data collection.
It is clear that the teachers are collecting too much data, do not know why they are collecting it, and are not using it to make instructional decisions. This area will be particularly important in light of IEP development and is crucial to appropriate use of the TRAC System.
 - c. How to use TRAC in developing IEP's
2. Teacher's meetings to insure internal program consistency in the way progress is being recorded and monitored.

For Teachers of SMR

1. Teachers meeting with supervisor to determine which parts of the system may be appropriate to the functional level of their students. Decision as to how this will be integrated with other systems of assessment and monitoring progress
2. I do not recommend that the system be used alone for monitoring the progress of most SMR children. I would suggest that it be used as a model for developing a system to monitor progress on more complex skills and higher levels of cognitive function, or that it be used in conjunction with other systems of monitoring progress.
3. Teacher's meetings to insure internal program consistency in the way progress is being recorded and monitored.



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PART III

EVALUATION QUESTIONNAIRE



In-service programs exact a lot of time from individuals in terms of preparation, delivery and participation. To help us plan future programs suited to your needs, please take a few moments to answer these questions.

Part A

Directions: For questions in Part A, circle the number that most closely approximates your feelings. The numbers represent:

4 = Excellent

3 = Good

2 = Fair

1 = Unsatisfactory

- | | | | | | |
|----|---|-----|-----|---|---|
| 1. | The organization of the presentation was: | (4) | 3 | 2 | 1 |
| 2. | The clarity of the presentation was: | 4 | (3) | 2 | 1 |
| 3. | The preparedness of the presenter was: | (4) | 3 | 2 | 1 |
| 4. | The relevance of the content in terms of your position was: | 4 | (3) | 2 | 1 |
| 5. | The usefulness of the information/materials for your use was: | 4 | (3) | 2 | 1 |
| 6. | Your interest in this program was: | 4 | (3) | 2 | 1 |

PART B

4 = maximum

3 = adequate

2 = lacking

1 = negligible

1. To what extent do you feel you have enough information on this topic? 4 (3) 2 1
- a. I would like to have a few more in-services on the subject.
 - b. Workbook
Refresher workshop in fall
 - c. I feel I would need several more in-services to be able to do my best work in using this system
 - d. Coordination of TRAC IEP's and other assessment materials
 - e. How other assessments can be plugged into this system other than AAMD - Trainable Profile
 - f. How to apply TRAC System to IEP
 - g. Would appreciate time to discuss specific interpretations for classroom use
2. To what extent do you feel that you have the skills to incorporate the ideas discussed in the workshop into your job? 4 (3) 2 1
- a. Combining TRAC with AAMD Scales and overall use of program
 - b. Refresher workshop in fall
 - c. I would like more in-service after using the system for a while
 - d. Coordination of TRAC IEP's and other assessment materials
 - e. Need assessment training
 - f. The Motor Development Section

- g. Adapting subskills to meet specific needs.
 - h. Converting other scales to TRAC
 - i. Would appreciate time to discuss specific interpretations for classroom use - could function with it
3. List any suggestions you have for another workshop on this topic or a related one.
- a. Just more opportunity to practice its use
 - b. Separate SMR from PH/PMR for more relevance
 - c. More practice using the system
 - d. Coordination of TRAC IEP's and other assessment materials
 - e. Other assessment techniques
 - f. IEP training
 - g. A workshop a few months after program is in operation to discuss problems or limitations of system
 - h. Same topic will need expanding once program is in operation (perhaps October)
 - i. Practice taking actual cases and assessing on TRAC system
 - j. Coordination of IEP, TRAC and daily programming

TEACHER REACTION TO TRAC SYSTEM

The following information is the product of group discussions held at the conclusion of the workshop. Teachers were asked to discuss:

1. Constraints to using TRAC in their classrooms
2. Appropriateness of system for their classes
3. Needs for further training or technical assistance

Teachers of PMR Children

1. Once system is in operation, we'll need a resource person to smooth out problem areas (maybe an in-service in October).
2. AAMD doesn't seem to fit together with TRAC.
3. Time is needed to make adaptations, especially in communication and possibly motor development.
4. We need copy of Motor section before September
5. We'll need monthly release time for assessment summarizing.
6. Plenty of Subskill Worksheets so we're not left hanging.

Teachers of SMR Children

1. There must be an extension of skills to be developed to a higher functioning level.
2. The method of recording is simple and generally good but revisions would have to be made to fit our additional activities, such as pre-vocational, etc.
3. We would like an in-service to extend the present TRAC System for our needs.

APPENDIX G
TRAC MONITORING SYSTEM MANUAL

WHAT IS THE TRAC MONITORING SYSTEM?

The TRAC Monitoring System is a multi-level assessment and reporting instrument for continuously evaluating the progress of multiply handicapped and retarded children who are receiving instruction in basic living skills.

The historic Right-to-Education Consent Agreement passed in May, 1972 provided the impetus for the development of this System. The Agreement forced public schools in Pennsylvania to develop appropriate educational programs for all school-age retarded individuals. Meeting the educational needs of very low-functioning children, such as the severely and profoundly retarded, or the multiply handicapped, was a demanding task. Managing the children's instructional programs was most difficult because their slow learning and lack of basic skills demanded a multitude of individualized instruction programs. This, in turn, necessitated large expenditures which had to be justified to educators, parents, and taxpayers. The need for a practical system of monitoring and reporting each child's progress became crucial. The TRAC Monitoring System was developed to meet these needs.

The TRAC System uses a particular form of measurement called "monitoring". Other educational measurement systems assess a child's status at one given point in time, and then compare the assessment score to a given norm. Rather than just giving a before-after picture of a child's standing in adaptive behaviors, the TRAC System pre-tests a child to prescribe individual instruction, and then monitors the child's progress in his or her individual instructional program.

The System is structured to monitor student progress at three specific levels: an area of adaptive behavior, skills within each area, and subskills within each skill. The adaptive behaviors used in the system include Eating, Dressing, Communication, Social Behavior, Personal Hygiene, Motor Performance, Basic Skills, Concept Formation, and Toileting. The System includes recording sheets to tabulate student performance in each of the three specific levels.

As you use the recording sheets, you will become aware of the flexibility of the TRAC System. The information you will be compiling on these sheets ranges from the specific results of a child's daily trials in various subskills to summary descriptions of the child's accomplishments in an area of adaptive behavior.

When used consistently, the TRAC System provides a concise charting of a child's progress on subskills on a daily basis, on skills on a monthly basis, and on areas of adaptive behavior on a quarterly basis. The teacher will find it an effective tool for providing information of various levels of specificity to administrators, therapists, and parents.

WHO CAN USE THE SYSTEM AND WHY?

The TRAC System can serve a variety of users. From teachers who work with children on a day-to-day basis to Directors of Special Education, individuals throughout the educational hierarchy will find this system to be a uniform method of reporting pupil progress.

The TRAC System is helpful to teachers in three ways. First, it gives them recording sheets for noting the results of instruction on a daily, monthly, and quarterly basis. These recording sheets provide information ranging from the specifics of daily instruction to a generalized picture of progress over a given period of time. Second, the System aides the teacher in effectively planning a child's instructional program. Third, the System presents a clear picture of a student's progress and thus aides communication among various persons who are involved in the care and education of the child.

Data from the TRAC System can be extremely useful to the researcher. For years we have been searching for a common, generalizable language for reporting and comparing the results of the various curricula which serve low-functioning children. Now we have an instrument which is not only oriented in terms of day-to-day reporting of results, but is also suited to providing data for clinical and developmental research, and experimental, psychological, and curricular comparisons.

In addition to the teacher and the researcher, the TRAC Monitoring System will be a practical tool for the master teacher and the supervisor. Master teachers and supervisors are continuously called upon to evaluate their effectiveness in directing curriculum development and in managing their instructional staffs. This instrument, when used uniformly for all students under a supervisor's direction, can be an effective means of generating data on which to base major curricular decisions.

Directors of Special Education, Directors of Curriculum, Program Evaluators, and other administrative personnel constitute still another group of potential benefactors of this System. The data made available through the use of the TRAC System will enable these administrators to examine general trends in program performance, to evaluate the overall progress of children in particular programs, and to prepare presentations for Boards of School Directors and other professional audiences.

How To Fill Out The Subskill Worksheet

Before you begin to work on any Subskill Worksheet, however, you must choose the skill to be taught from the Skill Progress Sheets (Figure A). Assess the child's behavior for the skill to be taught and record the results in the **assessment** column.

Each Worksheet is used to record a student's progress for one month. Occasionally, you may find it appropriate to combine several related subskills for recording purposes. In these instances you may use one Worksheet and note in the upper righthand corner that you have combined the subskills (figure E).

Figure A

[illegible]

SUBSKILL WORKSHEET # E3a DATE (Month) Oct (Year) 1976

STUDENT Judy Jones

ADAPTIVE BEHAVIOR AREA Eating

SKILL Finger Feeding

SUBSKILL Picks up food

The various conditions which effect the student's acquisition of the subskill should be written in the column of the Worksheet labeled Setting, Materials, Procedures, and Conditions (Area 3 of figure A). These notations might include such information as "cup half-filled with orange juice," or "reward-social praise." When you begin teaching the subskill, record this information in the column, adjacent to the starting date of your instruction (Area 4 of figure A). As instruction progresses, you may feel that the setting, materials, etc. which you have selected have become inappropriate. To change them, put a double line under the inappropriate information and write the new information next to the current date (Area 5 of figure A).

In this way you will be able to look back at your records and see the nature of the changes you have made in instruction and when you made them.

In addition to listing the conditions effecting the acquisition of subskills in the Setting, Materials, Procedures, and Conditions column, you may also choose to note the criterion you have set for performance here. The criterion might read "eight out of ten trials without assistance" or "for at least five minutes". The user of the system should try to establish a rational level of performance for the individual child to attain. Automatically establishing a set criterion, however, can become a meaningless exercise. If there is no basis for expecting a certain level of competency, don't state one. You can use your own observation and judgment based upon the importance and difficulty of the task, and the nature of the child to determine when a skill has been mastered.

The columns labeled RATINGS (Area 6 of figure A) should be used to record the child's daily performance. There are five columns for rating a child's response. The rating columns should correspond to those written under the subskills on the Skill Progress Sheets. Worksheets with labeled and unlabeled rating columns are included in this system.

If there is not a worksheet with ratings to match the ratings of the subskill (on Skill Progress Sheet) you are teaching, fill in the ratings on a worksheet with blank rating columns. Each time you instruct a child to perform a subskill, record the results of the trial in the appropriate Rating column. If the child does not respond, place the mark in the "No Response/Inappropriate Response" column. If he or she does respond, but with some type of assistance, place a mark in one of the three middle columns. If the child performs the behavior without assistance, spontaneously or with an environmental cue, place a mark in the Without Assistance column.

The Notes column on the right-hand side of the Worksheet (Area 7 of figure A) is for any notes you may want to make about the child's training. For certain behaviors, you may want to keep track of the time the child requires to complete a task. You may want to note how much food a child eats during a mealtime or how much he or she spills. You can also use this column for noting when a child is sick, absent, or when changes are made.

Figure B

How To Fill Out The Skill Progress Sheets

There is one or more Skill Progress Sheets for each adaptive behavior measured by the System. The skill, stated in terms such as "Finger Feeding" or "Drinking from a Cup," represents an activity which is made up of component behaviors or subskills. On the left-hand side of the Skill Progress Sheet are the subskills into which the skill has been broken down (Figure B). Adjacent to each subskill are a series of monthly rating blanks which correspond to the rating blanks on your Subskill Worksheets.

The Skill Progress Sheets contain two types of columns. The first and last columns are used to record your beginning-of-year and end-of-year assessments. Since, in the beginning of the school year, you assessed each child in every area, at least one box in the beginning-of-year Assessment Column should be shaded in for each subskill (Area 1 of figure B). The middle columns are used to record the results of instruction on a month-to-month basis.

To fill out the Instruction Columns on the Skill Progress Sheets, you must refer to your Subskill Worksheets. For each Subskill Worksheet, look at the last five instruction days of the month and determine which of the five ratings has the most marks (Area 2 of figure B). You can do this by adding the number of marks in each of the five rating columns for the last five days. But you will probably be able to see at a glance which column has the most marks for the five-day period. After determining which rating has the most marks on the Subskill Worksheet, refer to that subskill on the Skill Progress Sheet. Now shade in the Instruction Column up to the corresponding rating level. For example, if the greatest number of marks on the Subskill Worksheet is in the "With imitation or gestural prompt" rating column, you should shade in three boxes on the

SUBSKILL WORKSHEET # E3a DATE (Month) Oct (Year) 1976

STUDENT Judy Jones ADAPTIVE BEHAVIOR AREA Eating
 SKILL Finger Feeding
 SUBSKILL Picks up food

Subskill Instruction Procedure Comments	Date	RATINGS					NOTES: Quality of performance Time to complete task, etc.
		No response/ Independent Response	With Physical Assistance	With Imitation or Gestural Prompt	With Verbal Prompt	Multiple Assistance	
<u>Sandwich cut into bite size pieces - present 1 piece at a time</u>	<u>10/1</u>	<u>II</u>	<u>III</u>	<u>II</u>			<u>absent</u>
	<u>10/4</u>		<u>III</u>	<u>III</u>	<u>II</u>		
	<u>10/5</u>		<u>III</u>	<u>II</u>	<u>I</u>		
	<u>10/6</u>						
	<u>10/7</u>		<u>III</u>	<u>III</u>	<u>II</u>		

Subskill Instruction Procedure Comments	Date	RATINGS					NOTES: Quality of performance Time to complete task, etc.
		No response/ Independent Response	With Physical Assistance	With Imitation or Gestural Prompt	With Verbal Prompt	Multiple Assistance	
	<u>10/5</u>		<u>III</u>	<u>III</u>	<u>II</u>		<u>Finished sandwich in 20 min.</u>
	<u>10/8</u>		<u>III</u>	<u>III</u>	<u>II</u>		
	<u>10/9</u>	<u>I</u>	<u>III</u>	<u>III</u>	<u>II</u>		
	<u>10/20</u>		<u>I</u>	<u>III</u>	<u>III</u>		
	<u>10/21</u>		<u>II</u>	<u>III</u>	<u>III</u>		
	<u>10/22</u>		<u>III</u>	<u>III</u>			
	<u>10/25</u>		<u>III</u>	<u>III</u>	<u>II</u>		
	<u>10/26</u>		<u>III</u>	<u>III</u>	<u>III</u>		
	<u>10/27</u>	<u>I</u>	<u>III</u>	<u>I</u>	<u>II</u>		
	<u>10/28</u>	<u>III</u>	<u>III</u>	<u>II</u>	<u>I</u>		
<u>10/29</u>			<u>III</u>	<u>II</u>			

①

SKILL PROGRESS SHEET / FINGER FEEDING
 Eating Skills - E3 DATE (YEAR) 1976

STUDENT Judy Jones

SUBSKILLS

a. Picks up food

①

Without assistance
 With verbal prompt
 With imitation or gestural prompt
 With physical assistance
 No response / independent response

b. Raises food to mouth (doesn't crush food)

Without assistance
 With verbal prompt
 With imitation or gestural prompt
 With physical assistance
 No response / independent response

c. Places food in mouth

Without assistance
 With verbal prompt
 With imitation or gestural prompt
 With physical assistance
 No response / independent response

d. Takes food away from mouth

Without assistance
 With verbal prompt
 With imitation or gestural prompt
 With physical assistance
 No response / independent response

ASSESSMENT	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	ASSESSMENT

①

Skill Progress Sheet, as shown in the illustration (Area 3 of figure B).

The highest possible rating a child can receive on a subskill is represented by five shaded-in boxes. The lowest rating is represented by one shaded-in box. If you do not teach a given subskill during the month, you will not have a Subskill Worksheet for that subskill. Therefore, you should not shade in any boxes in the Instruction Column for that month. In other words, information should appear only for those subskills and only for those months in which instruction is given.

Finally, to make the Skill Progress Sheet an effective evaluation tool which indicates the child's progress over the entire instructional year, each child must have an end-of-year assessment rating for every subskill. This assessment should be recorded in the end-of-year Assessment Column on the right-hand side of your Skill Progress Sheet (Area 4 of figure B).

How To Fill Out The Adaptive Behavior Summary Sheets

Periodically—perhaps quarterly, at the end of the semester, or before a parent conference—you will want to summarize the information on the Skill Progress Sheets. All the adaptive behaviors in the System are grouped into nine main categories such as Eating, Toileting, Communication, etc. For each of these areas there is an Adaptive Behavior Summary Sheet. The skills which the adaptive behaviors have been broken down into are listed on the left-hand side of the Summary Sheet.

Like the Skill Progress Sheets, the Adaptive Behavior Summary Sheets have two types of columns: Assessment Columns and Instruction Columns.

The first and last columns are for assessment ratings. They summarize the information contained in the beginning-of-year and end-of-year assessments on a Skill Progress Sheet. To transfer information from the Assessment Column of specific Skill Progress Sheet(s) to an Adaptive Behavior Summary Sheet, count the number of shaded-in boxes next to each subskill on the Skill Progress Sheets(s) (Area 1 of figure C). Divide this number by the total number of subskills on the Skill Progress Sheet(s) in question to determine the child's "summary score".

Next, find this skill on the Adaptive Behavior Summary Sheet. Record the summary score by shading in the corresponding number of boxes in the Assessment Column, beginning with the bottom box and working upward (Area 2 of figure C). Most of the time you will have a fractional summary score, so you will have to estimate the correct number of boxes. For example, if the summary score is $2\frac{1}{4}$, fill in the bottom two boxes and three-quarters of the third box.

SKILL PROGRESS SHEET / FINGER FEEDING

Eating Skills - E3

STUDENT Judy Jones DATE (YEAR) 1976

SUBSKILLS	INSTRUCTION											
	ASSESSMENT	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	ASSESSMENT
1. Picks up food												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response - inappropriate response												
2. Places food in mouth (doesn't crush food)												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response - inappropriate response												
3. Places food in mouth												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response - inappropriate response												
4. Takes food away from mouth												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response - inappropriate response												

ADAPTIVE BEHAVIOR SUMMARY SHEET

EATING

DATE (YEAR) 1976-1977

STUDENT Judy Jones TEACHER M. Smith

This Behavior Summary Sheet is used to periodically summarize the information on the Skill Progress Sheets for Eating. The eating skills in the area of Eating are listed on the left. The assessment columns reflect the child's scores on the beginning and end of year assessments. Each instruction column contains information about instruction given up to the date written at the top of the column. If all five boxes in a column are shaded in, the child can perform the Skill without assistance. If one box is shaded in, he cannot perform the Skill. If none of the boxes are shaded in, he can perform the Skill with some degree of assistance. However, if no boxes are shaded in, it means that the child did not receive any instruction in that Skill.

EATING SKILLS	ASSESSMENT	INSTRUCTION	INSTRUCTION	INSTRUCTION	ASSESSMENT
	DATE	DATE	DATE	DATE	DATE
E 1—Chewing and Swallowing					
E 2—Drinking and Swallowing Liquid					
E 3—Finger Feeding					
E 4—Drinking from a Cup					
E 5—Using Eating Utensils					

The middle columns on the Adaptive Behavior Summary Sheets are Instruction Columns, and are used to summarize information from the monthly Instruction Columns of the Skill Progress Sheets. Since there are three columns, you have three opportunities to summarize each child's performance during the year. When you decide it is time to summarize, enter the date of your summary in the space provided at the top of each column. In addition, circle the last completed month of instruction on the Skill Progress Sheet. Circling the month will be a visual reminder of when you last summarized information.

After indicating the date of your current summary, check the Skill Progress Sheets to determine the most recent information for the skills you have taught (Area 3 of figure C). You may find the most recent rating information appears in different monthly columns. You may have terminated instruction in different subskills at different times, or you may have chosen not to teach a particular subskill at all. For example, you may be currently teaching subskills "b" and "c" of Finger Feeding ("Raises food to mouth," and "Puts food in mouth"); you may have stopped teaching subskill "a" ("Picks up food") two months ago; and you may never have taught subskill "d" ("Takes hand away from mouth"). If you have not taught a subskill, you will have to use the assessment rating since it is the most recent information available.

Now that you have identified your most recent rating on the Skill Progress Sheets, you can tabulate a summary score to transfer to the Adaptive Behavior Summary Sheet. Total the number of shaded-in boxes for all the subskills on the Skill Progress Sheets. Remember, if you have not taught a subskill since your initial assessment, you will have to use that assessment score. Having tallied the number of shaded-in boxes on the Skill Progress Sheets, divide that number by the total number of subskills on the sheets to obtain a summary score.

Enter this summary score on the Adaptive Behavior Summary Sheet by shading in the appropriate number of boxes in the Instruction Column, beginning with the bottom box, and working upward (Area 4 of figure C). Repeat this procedure for all the Skill Progress Sheets used in the adaptive behavior area.

Remember, you should only summarize information for skills you have been teaching during that summary period. If you have taught even one of the subskills in a skill since the last summary, assume that you have been teaching the skill and use that skill information. If you have taught **none** of the subskills of a skill in that period, you will have no current information to summarize, and therefore you will show no information for that skill.

With your instruction information accurately recorded on the Adaptive Behavior Summary Sheet, you will have a comprehensive charting of a child's progress, in an entire behavior area, over an extended period of time.

HOW DOES THE SYSTEM ACTUALLY WORK IN THE CLASSROOM?

Figure D

Now that you have been formally introduced to the recording procedures used in the TRAC System, you may find it helpful to see an example of the System at work. While the section on recording procedures attempts to present an orderly routine for you to follow, we recognize that each classroom can produce a multitude of situations which are far from routine. This example is designed to explore some of these situations and to show you how the System can be adapted to the variations you inevitably encounter in day-to-day teaching experiences.

As a part of the beginning of the school year assessment, a student named Judy was tested on the four subskills which comprise the skill Finger Feeding. The beginning-of-year Assessment Column of the Skill Progress Sheet shows her subskills ratings to be:

- Picks up food —with physical assistance
- Raises food to mouth —with physical assistance
- Puts food in mouth —with physical assistance
- Takes hand away from mouth —with imitation or gestural prompt

The teacher then summarized the results of the assessments by filling in the Assessment Column on the Adaptive Behavior Summary Sheet (Figure D). The teacher did this by adding the number of boxes shaded in on the Skill Progress Sheet Assessment Column. For the skill Finger Feeding, the teacher counted nine boxes, and then divided by four (the number of subskills in the skill) to get a Summary Score of 2¼. This score was indicated by shading in 2¼ boxes in the Assessment Column of the Adaptive Behavior Summary Sheet adjacent to the listing, "E3 —Finger Feeding".

SKILL PROGRESS SHEET / FINGER FEEDING
Eating Skills - E3

STUDENT Judy Jones DATE (YEAR) 1976

SUBSKILLS	INSTRUCTION											
	ASSESSMENT	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	ASSESSMENT
a. Picks up food												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response-inappropriate response												
b. Raises food to mouth (doesn't crush food)												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response-inappropriate response												
c. Puts food in mouth												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response-inappropriate response												
d. Takes hand away from mouth												
without assistance												
with verbal prompt												
with imitation or gestural prompt												
with physical assistance												
no response-inappropriate response												

ADAPTIVE BEHAVIOR SUMMARY SHEET

EATING

DATE (YEAR) 1976-1977

STUDENT Judy Jones TEACHER M. Smith

The Behavior Summary Sheet is used to periodically summarize the information on the Skill Sheets for Eating. The seven Skills in the area of Eating are listed on the left. The assessment columns reflect the child's scores on the beginning and end of each semester. Each instruction column contains information about instruction given up to the date written at the top of the column. If a box is shaded in a column, it means that the child did not receive any instruction in that Skill.

EATING SKILLS	ASSESSMENT	INSTRUCTION	INSTRUCTION	INSTRUCTION	ASSESSMENT
	DATE	DATE	DATE	DATE	DATE
E 1—Chewing and Swallowing					
E 2—Drinking and Swallowing Liquid					
E 3—Finger Feeding					
E 4—Drinking from a Cup					
E 5—Using Eating Utensils					

Based upon this assessment, the teacher decided to work with Judy on the subskills "c. Puts food in mouth" and "d. Takes hand away from mouth." The teacher filled out one Subskill Worksheet for the two subskills, because the teacher planned to teach them as one activity (figure E). The Subskill Worksheet was filled in with the Worksheet Number (E3cd), the Name (Judy), the Subskills (Puts food in mouth and Takes hand away from mouth), the Skill (Finger Feeding), and the Adaptive Behavior (Eating).

The teacher described the materials and procedures to be used. It was noted that the teacher would assist Judy in picking up a small piece of food and in guiding Judy's hand to her mouth. The teacher would then release her hand and say "Put food in," and "Put hand down."

During the first few days, Judy's performance on the subskill was about the same as it had been on her assessment: she required physical assistance most of the time. On September 13th, Judy was sick and on the 14th she was absent. The teacher did not record any scores for the 14th and noted the sickness and absence in the Notes Column. During the rest of the month, Judy's performance improved to the point where she was putting food in her mouth and returning her hand with only a gestural prompt most of the time.

At the end of the month, the teacher transferred the Subskill Worksheet information to the area of the Skill Progress Sheet designated "Finger Feeding." To do this, the teacher looked at the ratings for the last five days of instruction as noted on the Subskill Worksheet for September. During those five days, the highest number of marks were in the column labelled "With imitation or gestural prompt." The teacher then shaded in three boxes up to the "With imitation or gestural prompt" level for both of the subskills (c and d) which had been taught as one unit. For the remaining subskill (a and b) the teacher shaded in no boxes, because there was no instruction during September on those subskills.

SUBSKILL WORKSHEET # E3cd DATE (MONTH) Sept. (YEAR) 1976

STUDENT Judy Jones ADAPTIVE BEHAVIOR AREA Eating

SKILL Finger Feeding

SUBSKILL Puts food in mouth & Takes hand away from mouth

Setting, Materials, Procedures, Conditions	Date	RATINGS					NOTES: Quality of performance. Time to complete task, etc.
		No response/No response Assistance	With Physical Assistance	With Imitation or Gestural Prompt	With Verbal Prompt	Without Assistance	
After guiding hand to mouth, release and say "Put food in." and then say "Put hand down!"	9/7		THH	II	III		sick absent
	9/8	II	IIII	IIII			
	9/9	I	THH	IIII	I		
	9/10	I	IIII	THH			
	9/13	III	THH	II			
	9/14						
	9/15	IIII	THH	I			
	9/16	II	THH	III			
	9/17		THH	THH			
	9/20	I	THH	IIII			

Setting, Materials, Procedures, Conditions	Date	RATINGS					NOTES: Quality of performance. Time to complete task, etc.
		No response/No response Assistance	With Physical Assistance	With Imitation or Gestural Prompt	With Verbal Prompt	Without Assistance	
	9/21	I	IIII	THH			Returns hand without assist. most of time.
	9/22	II	III	IIII	I		
	9/23		III	THH	I		
	9/24	I	IIII	IIII	I		
	9/27		III	THH	II		
	9/28	I	III	THH	I		
	9/29		III	THH	II		

During September, the teacher noted on the Worksheet that Judy occasionally took her hand away from her mouth without assistance. So, at the beginning of October, the teacher filled out a separate Worksheet for the subskill "d. Takes hand away from mouth" (figure F). After only five days of monitoring Judy's performance on the behavior, the teacher saw that Judy could take her hand away from her mouth without assistance. The teacher noted this information on the recording sheet and decided to stop instruction in that subskill.

Also during October, the teacher continued to work on subskill "c. Puts food in mouth." Judy's performance level went down in November, but was up to the "With verbal prompt" level by the end of December. The teacher transferred this information from the Subskill Worksheet to the Skill Progress Sheet at the end of each month.

Early in January, the teacher decided to summarize the information on the Skill Progress Sheets by filling out the Adaptive Behavior Summary Sheets. It was the end of the semester, and the teacher wanted to chart Judy's progress in the various skill areas (Figure D).

The teacher summarized the Skill Progress Sheet for "Finger Feeding" in the following manner: First, the teacher circled the most recent month for which there was complete information which was December. Then the teacher added all the shaded-in boxes using the most recently recorded information:

2 boxes from the Assessment Column of "a. Picks up food."

2 boxes from the Assessment Column of "b. Raises food to mouth."

4 boxes from the December Instruction column of "c. Puts food in mouth."

and 5 boxes from the October Instruction Column of "d. Takes hand away from mouth."

The total was 13. The teacher then divided this by four (the number of subskills on the Finger Feeding Skill Progress Sheet) to get a summary score of 3 $\frac{1}{4}$. The teacher shaded in 3 $\frac{1}{4}$ boxes in

SUBSKILL WORKSHEET # <u>E3d</u> DATE (Month) <u>Oct.</u> (Year) <u>1976</u>							
STUDENT <u>Judy Jones</u>		ADAPTIVE BEHAVIOR AREA <u>Eating</u>					
		SKILL <u>Finger Feeding</u>					
		SUBSKILL <u>Takes hand away from mouth</u>					
		RATINGS					
Setting, Materials, Procedures, Conditions	Date	No Assistance/Independent Response	With Physical Assistance	With Verbal Prompt or Cueing Prompt	With Verbal Prompt	Without Assistance	NOTES: Quality of performance, Time to complete task, etc.
After food is in mouth, "Put hand down."	10/1				III	IIII II	OK
	10/4				I	IIII IIII	
	10/5					IIII IIII	
	10/6				I	IIII IIII	
	10/7				I	IIII IIII	

the January Instruction Column of the Skill Area Summary Sheet for Eating next to Finger Feeding (figure D).

In January, the teacher stopped instruction in "c. Puts food in mouth" because Judy had reached a fairly high level of proficiency. But since Judy still needed physical assistance to pick up the food, the teacher decided to begin instruction on that subskill. During February and March, Judy's performance level on "a. Picks up food" went down.

In the middle of April, Judy's parents asked to come in for a conference. They wanted current information on Judy's progress, so the teacher summarized the information on the Skill Progress Sheets up to March, the most recent month for which there was complete information. The teacher marked the date of summary on the Adaptive Behavior Summary Sheet and circled March on the Skill Progress Sheets.

During March, the teacher had worked only on subskill "a. Picks up food." The teacher counted the one box for that subskill in the March column and added it to the most recent information for all the other Finger Feeding subskills:

2 boxes in the Assessment Column of "b. Raises food to mouth."

4 boxes in the December Instruction Column for "c. Puts food in mouth."

5 boxes in the October Instruction Column for "d. Takes hand away from mouth."

The total was 12 boxes. Dividing by four gave the teacher the summary score of 3. The teacher shaded in three boxes in the April column of the Adaptive Behavior Summary Sheet for Finger Feeding.

During April, May, and June the teacher did not work with Judy on any of the subskills for "Finger Feeding". Therefore, no information was shaded in on the Skill Progress Sheet for those three months. When the teacher prepared the fourth instruction summary in June, no boxes for the skill Finger Feeding on the Adaptive Behavior summary Sheet for Eating were shaded in.

At the end of the school year, the teacher made a final assessment of Judy's performance in all the different adaptive behavior areas, and recorded these ratings on the Skill Progress Sheets. To summarize the final assessment information for "Finger Feeding," the teacher added the shaded-in boxes in the end-of-year Assessment Column. The total was 14. The teacher then divided this total by four to get a summary score of $3\frac{1}{2}$, and shaded in $3\frac{1}{2}$ boxes in the final Assessment Column of the Adaptive Behavior Summary Sheet.

The teacher could then see that in the skill "Finger Feeding", Judy had made considerable progress since the beginning-of-year assessment, and had achieved a fairly high level of proficiency in this skill. Effective application of the TRAC System supplied Judy's teacher with important information, and gave the teacher a way to provide valid data to many other people concerned with Judy's development.

HOW DOES THE SYSTEM REPORT PROGRESS TO PARENTS?

One of the most exciting aspects of the TRAC System is its ability to provide teachers with a specific way to communicate information to parents of multiply handicapped or retarded children. TRAC's charting of a child's progress quickly informs parents about the problems and progress of their child.

Because low-functioning children learn very slowly, it is often difficult to detect progress. This is especially frustrating for parents. Parents need, and are entitled to know not just that their child has been involved in finger feeding, but what exactly he or she is doing, and what progress has been made.

Knowing the rate of their child's progress and his or her level of performance, will provide parents with important information and may serve as an excellent motivator in involving the parent in the child's training.

While the recording sheets and their results do not constitute a curriculum, they can provide an entry point for development of home training procedures. Using TRAC as a guide, the teacher can help parents train and reinforce specific behaviors.

As the child's performance progresses toward a stated goal, parents may become active and effective participants in helping their child to achieve his or her fullest potential. Their participation will reinforce the child's training activities in school, and provide the parental involvement so vital to the successful interaction between parent, child, and teacher.

APPENDIX I: POSSIBLE MISUSES AND LIMITATIONS OF THE SYSTEM

As would any measurement system devised for a certain set of circumstances, this monitoring system has a number of precautions attached to it. First, this system is not designed for diagnostic purposes. A formal diagnosis in any area should only be undertaken with the type of test that considers repeated samplings of the same behavior. The Balthazar Adaptive Behavior Scales is an example of such a test. No detailed diagnostic appraisal of a child's condition can be made with the TRAC Monitoring System. For this purpose, an independent instrument would be more appropriate.

Second, an appraisal of the child's initial status must be undertaken prior to beginning any instruction. To omit assessment would be to misuse the System, since any criterion referenced measurement (CRM) based system implies assessment prior to instruction as a fundamental concept. This assessment, for instructional purposes, should involve all the skill areas in the TRAC System. The assessment can be carried out by combining several outside instruments dealing with adaptive behavior or basic living skills, assuming these instruments have been coded into the TRAC System. It should be noted, however, that the TRAC System itself could be used to formulate this initial instructional assessment, if necessary.

Third, one must be careful to avoid the inference that similar codings of progress in different areas of the TRAC System imply similar degrees of skill difficulty.

APPENDIX II: TECHNICAL DEVELOPMENT OF THE TRAC MONITORING SYSTEM

The TRAC Monitoring System is the result of several years of product evaluation in real-life settings. Since 1972 when the first classes for the severely/profoundly retarded were begun, the Intermediate Unit staff has been trying out different schemes of reporting student progress in the area of adaptive behavior skills. The technical development of the TRAC Monitoring System focused upon two topics besides the actual in-classroom tryouts continuously going on: review of previous measurement efforts, and past measurement pitfalls.

Preview of Previous Measurement Efforts:

For skills that are appropriate to low-functioning children such as the profoundly and severely retarded, a number of measurement devices have evolved over the years (see the list of references at the end of this manual for these instruments). For our purposes we need only acknowledge those earlier efforts that formed a partial developmental basis for our current efforts. Ultimately, however, because virtually all these earlier efforts were aimed at assessment (a static description of behavior) rather than monitoring (a dynamic view of a child's progress), we have derived most of our ideas from our early day-to-day instructional experience rather than from past developments in measurement per se. The overall CRM orientation to the System grew out of the earlier Montgomery County Intermediate Unit efforts in this area (see Proger & Mann, 1973).

It must be remembered that the TRAC Monitoring System was devised for monitoring across time rather than assessing at a given point in time. It will frequently be the case that a user of the TRAC System will also want to employ other assessment devices, such as the American Association for Mental Deficiency adaptive behavior scales. If such is the case, then the user should do a task analysis of the items of the instrument in terms of the existing structure of the TRAC Monitoring System. The results of that outside test, if the user so desires, can be coded into the Assessment columns of the TRAC sheets.

In a similar fashion, a task analysis of a curriculum being used in a classroom can, with even less difficulty than a test, be coded into the TRAC Monitoring System. Actually, here, in the case of curricula, the coding is nothing more than assigning the various activities and objectives to the appropriate major area, such as communication. The task analysis here is not as specific as would be the detailed item analysis of a test.

Past Measurement Pitfalls

In reviewing past measurement efforts and in examining our own early failures and areas of difficulty, we have identified several problem areas that the present TRAC Monitoring System has tried to avoid: (a) forcing an arbitrary developmental hierarchy upon users where none exists or can be verified to be most effective; (b) writing tasks at various levels of specificity so that nonparallelism of data results; (c) embodying highly specific, unrealistically lengthy and verbose statements of objectives; (d) allowing all types of units of measurement (percent correct, number correct, number of trials, rate of response, etc.) so that one finds oneself in an apples-and-oranges interpretative dilemma; (e) trying to place too much information on one recording form so that precision and specificity are lost; (f) confusing the checklist approach of static assessment with the dynamic nature of monitoring; (g) resorting to norms rather than the more appropriate, descriptive, CRM levels of mastery; and (h) assigning points in a partial-credit manner for the various specific components of a given subskill.

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